

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of International Letters and Cultures
Prefix:	SLC	Number:	357
Title:	Rome's First Emperor		Units:
			3

Course description:

Is this a cross-listed course?	Yes	If yes, please identify course(s):	LAT 357
Is this a shared course?	No	If so, list all academic units offering this course:	

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Paul Arena	E-mail	paul.arena@asu.edu	Phone	602 421-5077
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Nina Berman	Date:	8/2/21
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Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and attached document "Reading Response Questions for Livy"
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus and attached document "Reaction Paper Guide #2"
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
SLC/LAT	357	Rome's First Emperor	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2. Concerns the comprehension and interpretation of written, aural, or visual texts, and/or the historical development of textual traditions.	This course provides an introduction and survey of authors from the "Golden Age" of Latin Literature, the Augustan period. Thus students will come to understand the "literary" history and tradition of the major authors and genres from this period.	On the schedule of assignments on the syllabus you will note the primary Roman authors are italicized. These selections form the essential reading material for the course. Students will be required to comprehend and interpret each text not only in terms of an historical and aesthetic context, but genre and tradition will also be taken into consideration. Each of these authors represents a significant development in Classical forms in terms of genre: Vergil in Epic, Horace in Lyric, Propertius in Elegy, Livy in History, Ovid in Didactic (and in Ovid's case many of the other genres!) Students will be required to trace the development of these texts and place them in the context of what has come before and what will come after in the Classical literary tradition. *Please see the attached sample of Reading Response Questions for more specific examples of these critical threads. (Reading Responses are short essay questions all students are required to post online as per the syllabus. These are also used as a springboard for class discussion.)
4b. Concerns aesthetic systems and values, literary and visual arts.	Students will engage in close readings of texts and analysis of other visual arts produced during the Augustan period. Students will also need to comprehend the political and historical context for this literature and art to properly evaluate its meaning and values.	Students will engage in weekly discussions of the assigned readings and critically explore these texts further in the exams and assigned papers. A variety of themes and threads will be explored as students engage with this material. More historical issues such as the "Roman values" being promoted by this art and these artists will be explored, as will more universal and contemporary themes, such as voice and gender. For example in Week 11 students will be introduced to the Dido and Aeneas love affair via Book 4 of the Aeneid, but later, in Week 14 students will revisit this story through Dido's eyes in Ovid's Heroides. Throughout the course, these discussions will feature critical analysis of poetry and prose, and in some cases architecture and the visual arts.

		<p>Students will be asked to not only explicate and interpret the poetry and prose of these Augustan authors, but to collate and explore the intertext between these texts and visual artforms. For example, in the second Reaction Paper, students will be asked to compare Book 6 of the Aeneid, Horace's "Roman Odes" and the Ara Pacis. Here students will have to contend with interpreting meaning and values in different genres, epic and lyric poetry. But by adding the "Altar of Peace" to this exercise, the further dimension of comparing text to image will need to be considered as well.</p> <p>*Please see the attached sample of Reaction Paper Guide #2 for more detail on the above example.</p>
<p>4d. Deepen awareness of the analysis of literature and the development of literary traditions.</p>	<p>In order to foster comprehension and deepen student awareness of the Augustan artistic tradition, there will be additional focus on the creation and re-evaluation of these works.</p>	<p>Another major thread in this class concerns "patronage." Students will be required to become familiar with the figure of Maecenas and the formation of the great literary circle working under Augustus' patronage. Not only will students recognize the evolution of various literary genres from earlier Greek and Roman traditions in the Augustan period, but they will also learn to factor in the production of said texts. It adds yet another layer to the analysis mentioned in criterion 4 b above: considering the examples of Horace and Vergil, can we create great works of art under the patronage of the state? How does meaning in interpreting these texts transcend the period in which they were created? As mentioned above in criterion 2, and seen in the syllabus, students will be given a substantial survey of the Roman literary tradition from the 1st century BCE through the first century CE. But by engaging in demanding critical exercises and close readings, through the variety of assignments in this course, students will learn to analyse and interpret Augustan literature and art in greater depth.</p>

LAT/SLC 357 Rome's First Emperor

Syllabus

Contact information and office hours

Paul Michael Arena

Office: LL 164g

Hours: TTH 1:45-2:45 and app.

e-mail: paul.arena@asu.edu

Cell: (602) 421-5077

By far the best way to reach me is via email. If you need to set up a meeting outside of my posted office hours, please contact me via email. There is also an option of an online meeting via zoom.

Course Description

This course provides an in-depth exploration of Roman history and literature during the Augustan period, and explores how these primary sources shaped and were shaped by ancient Rome's history, literature and culture during its formative Republican period.

Course Objectives

We will engage in an in-depth exploration of Roman primary source material produced during the lifetime of Augustus, including literary, art historical, and archaeological sources. Augustus and his family will be a focus in the course, but will not limit exploration of the literature, art, history, and culture of the end of the Roman Republic and the initial phase of the Roman Empire. We shall read larger and shorter selections from primary sources in translation as we come to grips with particular historical events and explore their cultural and literary significance, with a special focus on the Roman tradition. The legacy of Rome will also be assessed, both historically and in Popular Culture.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe and analyze the history, religious innovation, and political developments of Rome and her territories in the first century BCE and the first century CE, from the end of the Roman Republic to the beginning of the Roman Empire.
- Distinguish between the various major figures of Augustan Rome, including (but not limited to) Augustus and his family, the writers he employed, and discuss the importance of these people in the momentous changes of the time.
- Define a variety of source materials including literature, art, and archaeological evidence and discuss the contributions of each in understanding the culture and history of Augustan Rome.
- Compare the works of the major Augustan authors of both prose and poetry, according to their content, style, and approach to their subject matter.

Required texts

Anthony Everitt, Augustus, Penguin, 2006 ISBN 978-0812970586

Virgil, Aeneid, translated by Stanley Lombardo, Hackett, 2005 ISBN 978-0872207318

Virgil, Eclogues, translated by Guy Lee, Penguin Classics, 2006 ISBN 978-0872207318

Horace, Satires and Epistles, translated by Niall Rudd, Penguin Classics, 2005 ISBN 978-0140455083

Horace, Odes and Epodes, translated by David West, Oxford World's Classics, 2008 ISBN 978-0199555277

Livy, Books 1-5, translated by Aubrey De Selincourt, Penguin Classics, 2002 ISBN 978-0140448092

Ovid, Metamorphoses, translated by A.D. Melville, Oxford World's Classics, 1998 ISBN 978-0199537372
Ovid, The Love Poems, translated by A.D. Melville, Oxford World's Classics, 2008 ISBN 978-0199540334
Propertius, The Poems, translated by Guy Lee, Oxford World's Classics, 2009, ISBN 978-0199555925
Res Gestae Divi Augusti, translated by Alison Cooley, Cambridge University Press, 2009 ISBN 978-0521601283
Tibullus, Elegies, translated by A.M. Juster, Oxford World's Classics, 2012 ISBN 978-0199603312
Suetonius, The Caesars, translated by Robert Graves, Penguin, 2007 ISBN 9780140455168

Articles and additional texts and videos will also be required. They will be available on Canvas, available from sources online, or available through ASU's online library access. See Canvas weekly for more details.

Course Assignments

Critical Reaction Papers	25%
Hour Exam	20%
Group Presentation	20%
Quizzes	15%
Reading Response Groups	15%
Class Participation	5%

Critical Reaction Papers (25%):

Over the course of the semester, students will complete two reaction papers (Week 8 and 15) in which they will practice using the ancient source readings to answer significant historical or literary questions. The two reaction papers will have topics chosen from among the readings over the course of the semester.

Reaction papers are to be no more than 2 pages long, are to cite evidence from the ancient writers to support a student's answers to the topic questions. More information on the "Reaction Paper" assignment will be provided on Canvas.

Hour Exam (20%):

There will be an hour exam (Week 10) which will consist of short identifications, passage IDs and one or two short essays. Identifications will ask students both to clearly identify some person, thing, or event *and* to briefly indicate why that person, thing, or event is important for the study of the Roman Republic. Passage IDs will be drawn from the "purple passages" of our featured readings. A study guide will be provided before the exam on Canvas, and this study guide will include lists of possible identifications and essay questions for the exam.

Group presentation (20%):

In addition to the weekly "responses," your groups will also be responsible for one presentation during the semester. I will start to schedule these 3 weeks into the course. Any Roman author, historical figure or event from the Augustan period is eligible, EXCEPT for Virgil and Horace. The exact parameters of the group project will be posted on Canvas in a separate document.

Quizzes (15%) during the semester, three brief short answer/multiple-choice/ID quizzes will be given at the end of class (Weeks 5, 12, 14.) These quizzes will feature questions and one ID testing your knowledge of the current readings/lecture material.

Reading Response Groups (15%):

I shall divide the students of the course up into groups (or "literary circles") of 4. The classmates in your group will be your reading response partners, and more importantly, will co-author the response questions for the semester. Once the groups have been finalized, group links will be created on Canvas. On Canvas under "Questions and Responses," I will post several questions before each week. Members of the groups will be responsible for a "reader response" to the questions posted. These responses will serve as a springboard for the class discussion during our "critical response sessions." The groups will also turn in a copy of their work for credit.

The course is geared around two sets of texts--Everitt and Primary Readings. ALL of these texts are IMPORTANT and REQUIRED. Everitt provides the outline for the course, while our Primary Readings are the words of the Romans themselves (Vergil, Livy, Ovid, etc.) The lectures will highlight important events and themes in (and sometimes outside) the reading material assigned weekly. Class time will often feature a

discussion of the Primary Readings, but this is ESPECIALLY true on Reading Response days, when we will have the most time for our “critical response sessions.”

Class Participation (5%)

Participation at class will be recorded, and included in your overall grade for the semester

Grading. I grade on a straight percent scale, not on a curve. All grades are final and non-negotiable (although I am very willing to correct any mistakes in Canvas and/or explain my criteria if you should have questions). Grades will be assigned using the plus/minus system implemented in Fall 2004.

A+: 100-97

A: <97-94

A-: <94-90

B+: <90-87

B: <87-84

B-: <84-80

C+: <80-76

C: <76-70

D: <70-60

E: <60-0

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Drop/Add and Withdrawal Dates

Be aware of course drop add deadlines. Consult with your academic advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)

- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations

Absences

Attendance is required, and missing classes will result in missing information in lectures that you will need to complete the tests. In addition, the quizzes and reader response group work can only be completed in class, and cannot be made up under any circumstances, so if you miss the class, those points are lost from your grade. Tardy students may be able to make up the work missed at the end of class, if time permits. In the case of a major emergency or illness requiring you to miss a number of classes, exemption from quizzes and reader response work is possible, in consultation with the instructor and with a verifiable excuse. Students with religious or university-sanctioned event accommodations can also be exempted from quizzes and reader response work. Tests can likewise be made up in cases of an emergency, illness, or accommodation, but I will insist on documentation of the reason for your absence.

Students that need to be absent from class due to religious observances (ACD 304-04: Accommodations for Religious Practices) or due to participation in university-sanctioned activities (ACD 304-02: Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Make sure you read the texts assigned each week. Focus on trying to understand important characters, places, events and the issues surrounding them. Make sure you always check the announcements on Canvas, as I will update our weekly, scheduled agenda in case we stray from the projected schedule. Try to engage in a close reading of the texts (especially passages assigned for a special look). The reading “Response Questions” will be posted on Canvas ahead of time. Much of what we do in class will be interactive -- use it to help you to understand the texts (and lectures) in this course. And especially on Reader Response work days, we all need to participate in order for us to have a successful discussion!

During class, refrain from using your various portable devices. Use of these items—however unobtrusive you may think you’re being—is distracting and annoying to those around you and to me. If you absolutely need to take a call or respond to a text in an emergency, please leave the classroom to do so and return when your business is finished. Tablets and laptops for note-taking purposes may be allowed at my discretion, but please refrain from using them to check social media, play games or answer emails. That’s just rude. Recording devices may be permitted at the discretion of the instructor (see me).

It is very important that students remember that the purpose of this course is to study other cultures. Many aspects

of ancient language and society may seem familiar to us today; however, other aspects are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

If students are asked to participate in a synchronous meeting via a video conferencing application, students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation

approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Schedule and Reading Itinerary

*Nota bene: the primary source readings are not your only homework! Additional reading or video selections may be located in Canvas. Check the “weekly agenda” under the announcements every week for details.

Week 1 1/14-1/16: Intro and Formation of Groups What was the Roman Republic?	<i>Horace Satire 1.9</i>
Week 2 1/21-1/23: The foundation of Rome and the Monarchy Early Virgil	<i>Vergil Eclogues 1, 4, 10</i> Everitt 1
Week 3 1/28-1/30: Before Octavian: The Republic (510-201BCE) Everitt 2-4 Early Horace	<i>Horace Satires 1.1, 1.5, 1.8, 1.10;</i>
Week 4 2/4-2/6: Before Octavian: Highs and Lows of the Republic (200-42BCE) Antony and Octavian: The Divided World	Everitt 5-9
Week 5 2/11-2/13: Naulochus to Actium (38-31 BCE)	<i>Vergil Aeneid 8.695-844; Horace Odes 1.1,1.2, 1.5, 1.11, 1.14, 1.23, 1.24, 1.37, 1.38</i> Everitt 10-15 Quiz 1 (T 2/11)
Week 6 2/18-2/20: Augustus as Princeps (30-23BCE) Horace’s “Roman Odes”	<i>Horace Odes 3.1-3.6</i> Everitt 16-17
Week 7 2/25-2/27 Augustus and the Poets: The Elegists (Propertius) “Cleopatra: Another Look”; Maecenas the Patron	<i>Propertius 3.11</i> <i>Ovid Metamorphoses I</i>
Week 8 3/3-3/5 Augustus and the Poets: The Elegists (Tibullus,Ovid) <i>I, II, III</i> Messalla: Rival to Maecenas?	<i>Tibullus I, Propertius I-IV, Ovid Amores</i> Reaction Paper 1 due (online)

Spring Break (no class) 3/8 – 3/15

Week 9 3/17-3/19 Augustus and the Historian: Livy’s Rome *Livy Books 1 and 2, Everitt 15*

Week 10 3/24-3/26 The Third Settlement and the Death of Virgil; Political Reforms Everitt 18

Midterm Exam 3/26 (In Class!)

Week 11 3/31-4/2 Augustus: Defining “Romanitas?” Religious Reforms *Virgil Aeneid I-VI*

Week 12 4/7-4/9 Augustus: Defining “Romanitas?” Everitt 19
Virgil Aeneid VII-XII

Quiz 2

Week 13 4/14-4/16 Consolidating the Empire Everitt 21
“The lost Legions of Varus” and Military Reforms *Horace Odes IV, Augustus Res Gestae*

Week 14 4/21-4/23 Augustus’ “Family Problems” Economic Reforms *Ovid Ars Amatoria, Heroides*

Quiz 3

Everitt 20, 22, 23

Ovid’s *Heroides* online through Perseus: https://www-loebclassics-com.ezproxy1.lib.asu.edu/view/ovid-heroides/1914/pb_LCL041.11.xml?rskey=tmcx2D&result=7

Week 15 4/28-4/30 “The Achievement of Augustus?” *Suetonius* Everitt, 24
Reaction Paper 2 due (online)

Final Project Presentations will be scheduled for the last 4 weeks of class!!

SLC/HST 357 – Rome’s First Emperor

Spring 2022

Reading Response Questions for Livy I.1-17

Note Livy’s Opening – (I.1)

Why does he present such literary humility in his opening statements? How does this affect your motivation as a reader?

“My task, moreover, is an immensely laborious one.” Exactly what is Livy referring to with this line? Vergil says something very similar to this at the beginning of Book VII of the *Aeneid*. Compare Vergil’s “labor” to Livy’s. Is there a difference between the “labor” of writing epic and the “labor” of writing history? Try and find a few specific examples in your answer.

Foundation Legends - (I.1 –I.6)

Aeneas and Romulus and Remus all take a part in the founding of the City. Considering this account of Livy’s, the Goldsworthy text and your fellow group members thoughts, what value do you think the Romans placed in these accounts?

Is this a fallacy of the Romans? As moderns do we trace our national identities with a more accurate concern for history?

The First King - (I.7-I.17)

List the accomplishments of Romulus during his reign. How would you characterize Rome's first king – what are his qualities, traits, his personality and character?

Do you find Romulus a sympathetic or heroic figure? As discussed in Week 3 of this course, Augustus rejected the name Romulus as an honorific – why would he reject “Romulus” in favor of “Augustus?” Explain.

SLC/HST 357 Rome's First Emperor - Reaction Paper Guide #2

The reaction papers are intended to encourage you to engage directly with selected primary source readings and to make historical arguments based on the evidence they offer.

Over the remainder of the semester, you will write **two reaction papers** on posted topics. **The dates for turning in the TWO reaction papers this semester are TBA.**

This is not a lengthy exercise. Limit yourself to 600-800 words. Focus on the primary sources, but you may refer to Goldsworthy if you deem it appropriate for your argument.

Try to include the following elements in your paper:

1. **The major qualities to aim at in your reaction papers are clarity, organization, and insight.** The main thing you want to demonstrate is that you have thought systematically about what the primary sources have to say about the topic questions.
2. Because these papers are short, your task is to say what's most important or interesting in the least possible space. **Do not waste words.** In particular:
There is no need for formal introductions or conclusions. Just answer the question or questions as directly and concisely as possible.
Don't waste space summarizing the historical background or primary sources. Refer to them only insofar as they help you to answer to the question.
3. The body of your essay should include SPECIFIC EXAMPLES from the primary sources supporting your observations.
4. I have no specific preference on the style you choose to write in (though I recommend you use the style appropriate for your major writing,) but PLEASE, use citations to reference

both modern and ancient works referred to in your paper. FREELY QUOTE or REFERENCE from the primary works discussed in your essays.

Paper #2 is due TBA – answer the following question(s) with your essay:

The Augustan “Synthesis”

As we have discussed throughout the course, Maecenas and Augustus were the patrons of multiple Roman writers whose work promotes a certain view of Roman values and morality. One can also argue that similar values are portrayed in monuments, art and architecture created by or dedicated on Augustus’ behalf. Consider the specific examples of Horace’s “Roman Odes,” Book 6 of Virgil’s Aeneid and the Ara Pacis, the altar dedicated in Rome in 14 BCE, and write an essay exploring the complexities of promoting national or cultural values through art. Are there ways of interpreting these examples other than “pro-Augustan?” Please make sure and include specific examples from the poems and images you discuss. Also take care to consider the differences between lyric and epic poetry and the textual and visual mediums when writing this essay.

Primary sources for this paper: Horace *Odes* 3.1-3.6; Vergil, Aeneid, Book 6; images of the Ara Pacis posted online on Canvas

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STVS

The Life of Rome's First Emperor

ANTHONY EVERITT

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Virgil

AENEID

Translated by
Stanley Lombardo

Introduction by
W. R. Johnson

Hackett Publishing Company, Inc.
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THE ECLOGUES



THE LATIN TEXT WITH A
VERSE TRANSLATION AND BRIEF NOTES
BY GUY LEE

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The Poems



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Elegies



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RES GESTAE DIVI AUGUSTI

Text, Translation, and Commentary

ALISON E. COOLEY



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